TEACHER EFFECTIVENESS AS RELATED TO COGNITIVE STYLE AND EMOTIONAL COMPETENCE

A REVISED SYNOPSIS

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INTRODUCTION

Teaching is a highly skilled job and requires proper training and preparation on the part of teacher. Teaching includes all the activities of providing education to other. Thomas (1992) on the importance of teaching excellence said that great teachers give us a sense not only of who they are, but more important, of who we are, and who we might become. They unlock our energies, our imaginations, and our minds. Excellence in teaching is not something that one inherits. Good teachers are born but more of them are made by hours of hard work, hours of reflection and positive attitude towards teaching and their pupils. Teacher effectiveness is not a function of single behavior but depends on a variety of teacher behaviors, e.g. their personality type, cognitive style, emotional competence, attitudes, morale, teacher-pupil interactions, classroom climate they create and their good mental health and adjustment etc. Teachers pose compelling questions, explain options, teach us to reason, suggest possible directions, and urge us on. The best teachers, like the best leaders, have an uncanny ability to step outside themselves and become liberating forces in our lives. Successful teachers are vital and full of passion. They love to teach as a painter loves to paint, as a writer loves to write, as a singer loves to sing. They have a serious purpose and yet enjoy enormously what they do. They teach their subject or whatever -- as if it really mattered. They can get excited about their subject no matter how many times they have held forth on it. They push themselves just as they push their students, and their courses become memorable learning experiences. The place and importance of the teacher in a society can never be overestimated. As a person who imbibes, interprets and disseminates the culture and traditions of the past, and as the maker of one and all, his position is unique and second to none. He influences his pupils by what he says, and even more by what he does. His attitude toward his pupils, toward his world of work and life in general, his philosophy of education put into practice, his interest, ideals and aptitude condition and are, therefore, important for pupil growth. A teacher is many things to many people, and many things succinctly stated in colloquy, even to him. He has to keep a balance between his duty to serve the sovereign, the state and the society, and his task of advancing learning in such a way that it is used to criticize, control and guide the actions of the sovereign, the state and the society. The teacher is a dynamic force of the any school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities. With the growing recognition that teacher quality is critical in preparing students for a society undergoing far-reaching economic and social changes, the need for policies and strategies to strengthen teacher preparation, and as a consequence, teaching, is even greater. It will be teacher and teaching quality that will ultimately be the most important factor in raising achievement for all students. Well-prepared, committed teachers will need to play multiple roles as instructors, coaches, facilitators, mentors and so forth. In order to play these roles well they will need to engage in broader and more empowering partnerships with key stakeholders and be committed as well to continual learning. In the field of education, researchers have argued that cognitive styles have predictive power for academic achievement beyond general abilities (e.g., Sternberg & Zhang, 2001). In general, they affect the way in which information is obtained, sorted, and utilized.It is also described as a stable and persistent personality dimension which influences attitudes, values, and social interaction.

CONCEPT OF TEACHER EFFECTIVENESS

Teacher effectiveness has been operationally defined as an effective teacher who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully, and to deal with classroom situations. Teacher effectiveness causes change in the overt and covert behavior of the learner, learning is nothing but a change in the behavior of the students in accordance with social and cultural expectations and norms of the society of he is a member. What are the distinguishing characteristics of an effective teacher or competent teachers? These are provocative and recurring questions.The definition of teacher effectiveness cannot be defined in one way. To different people, the definition of teacher effectiveness could be very different. Unfortunately, no universally acceptable definitive answers can be given to these complex queries. However, it should be recognized that effectiveness is a many-sided term; that is, to some extent, effectiveness is in the eye of the beholder. Ryan's (1960) teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understanding, work, habits, desirable attitudes, value judgments and adequate personal adjustment of the pupils. Dickson (1980) observed that teaching effectiveness as a demonstrated repertoire of competencies involved with (i) teaching plans and material, (ii) classroom procedures, (iii) interpersonal skill, and learner's reinforcement and involvement reflected in teaching behavior. Ornstein (1991) points out that the literature on teaching effectiveness, or teacher effectiveness, is a morass of ill-defined and changing concepts. Approaches to present this concept are also very different. Some researchers focused on teacher characteristics (Anderson: 1991; Strong, Tucker and Ward: 2003; Anand: 1983) whereas, other researchers are more concerned with the teaching processes or the teaching outcomes (Flander and Simon: 1969). Chayya, (2001) while summing up the characteristics of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organizing and learning the content being taught. Chaya (1974) found that effective teachers have significantly better personality adjustment, more favourable attitude towards teaching, emotional stability. Grewal (1976) observed that main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance, submission and verbal and non-verbal intelligence. Deo (1980) revealed that high group is emotionally stable, extrovert, dominant and the law group is more unstable, introvert and submissive, but more sociable. Srivastava (1980) found that frustration affect the teaching efficiency. Perry (1981) revealed that teacher's cognitive complexity may affect the way in which they view the classroom and organize their teaching activities. Wangoo (1984) observed that personality adjustment, democratic leadership, intelligence and emotional content are the main characteristics of teacher effectiveness. Steffens (1990) found that knowledge of the subject matter, caring and compassionate personalities, Enthusiasm, organization, a sense of humour, Love of children are the characteristics of teacher effectiveness.

From the above mentioned studies we can say that there are many variables which are associated with effective teaching, such as, attitude towards teaching, interest in teaching, self-concept in teaching, personality, adjustment, teaching competency, academic achievement, cognitive ability, commitment, job satisfaction, teaching success, intelligence, gender, age, qualification, classroom climate, teacher behaviour, teacher communication, meta cognition, values, worry, anxiety, locale, concern for students' progress, motivation etc.

CONCEPT OF COGNITIVE STYLE

The concept of cognitive styles is one that crosses many disciplines. Initially part of the realm of Jungian/Piagetian psychology, cognitive style research is now an important part of fields such as, education, computer programming, and information science. All of these fields have common goals for studying cognitive style, namely, how users (students, teachers, or information seekers) process information and how systems (teaching styles, or information systems) can be better built to accommodate the diversity of the users. To understand cognitive style, a definition of cognition must first be understood. Cognition is a collection of mental processes that includes awareness, perception, reasoning, and judgment. Cognitive styles can generally be described as the manner in which information is acquired and processed. Cognitive style measures do not indicate the content of the information but simply how the brain perceives and processes the information. The term cognitive style refers to the characteristic ways in which an individual conceptually organizes the environment and the way an individual filters and processes stimuli so that the environment takes on psychological meaning. Cognitive style historically has referred to a psychological dimension representing consistencies in an individual's manner of cognitive functioning, particularly with respect to acquiring and processing information (Ausburn & Ausburn, 1978). Messick (1976) defined cognitive styles as stable attitudes, preferences, or habitual strategies that determine individuals' modes of perceiving, remembering, thinking, and problem solving. Witkin, Moore, Goodenough, and Cox (1977) characterized cognitive styles as individual differences in the way people perceive, think, solve problems, learn, and relate to others. At the present time, many cognitive scientists would agree that research on cognitive styles has reached an impasse. In their view, although individual differences in cognitive functioning do exist, their effects are often overwhelmed by other factors, such as general abilities and cognitive constraints that all human minds have in common. The paradox of the current situation is that interest in building a coherent theory of cognitive styles remains at a low level among researchers in the cognitive sciences; however, investigators in numerous applied fields have found that cognitive style can be a better predictor of an individual's success in a particular situation than general intelligence or situational factors. Allinson and Hayes (1996) have given the concept of one more cognitive style-intuition and analysis. According to them intuition refers to immediate judgment based on feeling and adoption of global perspective and analysis refers to judgment based on mental reasoning and a focus on details.

From the above findings of different studies it can be argued that cognitive styles have predictive power for academic achievement beyond general abilities. Cognitive style is also understood in terms of consistent patterns of organizing and processing information. Coop and Sigel (1971) equated cognitive style with modes of behaviors rather than mediating processes. They used the term cognitive style to denote consistencies in individual modes of functioning in

a variety of behavioral situations. Cognitive styles are typically conceived as being multifaceted in their interplay with situation and task requirements.

CONCEPT OF EMOTIONAL COMPETENCE

Emotional competence is a crucial dimension of human personality, which gives a person a competitive edge over other. To be successful in any organization, it is not enough if a person has technical or knowledge skill but to be a "top person", one must be emotionally smart. The latter is the new yardstick to judge the likely candidate to be selected, recruited, promoted and identified for organizational effectiveness. Emotional management or awareness is the key factor in emotional intelligence. But it doesn't mean emotional suppression or sensitivity. How a person accepts criticism, feedback, hurts, failures or successes, flattery etc. are all important aspects which determine the competence. A truly competent person expresses feelings appropriately and adequately. Emotional competence is the power to control the emotions more easily and successfully. Emotional competence can be defined as an ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions. In operational terms it can be defined as the power to control the emotions more easily and successfully. In other words, emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. In the last few decades science has discovered and established the role, emotions can play in our lives. Goleman (1998) pointed out that feelings matter to the extent that they facilitate or interfere with the shared goal. Mathews, Zeidnar and Robberts (2002) reported that it requires competency to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others. Robert (2002) conceptualized that emotional intelligence is an array of emotional and social knowledge and, abilities that influence all our capabilities to effectively cope with the environmental demand. Although, the construct of Emotional Intelligence (EI) is relatively new, it has enjoyed unprecedented attention from scholars and corporate experts. Though with time the definition of emotional intelligence changed, and now there is a better understanding about emotional intelligence. The credit for its increasing importance in the organizational behavior theories goes to Goleman (1995) through his work on Emotional Intelligence. It is referred to as a skill (Goleman: 1995), an aptitude (Mayer and Salovey: 1997), and a combination of both (Roberts, Zeidner and Mathews: 2001). Presently, emotional intelligence has been dominated by two schools of thoughts. Mayer and Salovey and their colleagues defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Secondly, Bar-On and Goleman propounded mixed model i.e. combining emotional processing with personality aspects such as optimism and persistence. Researchers have found that our emotional awareness and ability to handle feelings rather than our I.Q will determine our success and happiness in all walks of life. Goleman (1995) theorized that emotional intelligence is equal to, if not, more important than IQ as an important

indicator of success in one's professional and personal life. Rather, it is the unique intersection of both. It has also been reported that two brains, two minds and two different kinds of intelligence simultaneously operate, (Damasio: 1994; Goleman: 1995; Parkin: 2002) and that both thinking brain and emotional brain are involved in reasoning (Damasio: 1994; Gardner: 1993). Wilkins (2004) reported that emotions are human beings warning signals as to what is really going on around them. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. Theses abilities greatly enhance job satisfaction and effectiveness(Dong: 2006), lead to high job performance (Bar-On, Handley and Fund: 2006; Druskat, Sala and Mount: 2006), long term mental health (Ciarrochi and Godsell: 2006), better outcomes in work groups an leadership qualities (Lopes, Cote and Salovey, 2006), and organizational success (Mount, 2006), protect people from stress and lead to better adaptation (Ciarrochi, Chan and Caputi, 2000), moderates depression, hopelessness and suicidal ideation (Ciarrochi, Deane and Anderson: 2002; Chapman and Hayslip: 2005).

From the overview of the researches conducted and reported above it can be concluded that the study of teacher effectiveness as related to cognitive style and emotional competence is quite important as it enables human beings to respond appropriately to a variety of situations. It provides a critical edge in workplace (classrooms etc.), family, social and even spiritual settings, brings awareness over inner world into focus. Emotionally competent teachers will express emotions appropriate to the situation in the classroom. It also acts as a preventive measure against bad behaviour, anxiety, frustration, boredom, depression--collectively taken as stress. Emotions and feelings are interwoven with the networks of reason and there is interconnectivity between emotions and cognition.

STATEMENT OF THE PROBLEM

After the review of the related literature it becomes quite clear that there is scarcity of studies on teacher effectiveness as related to cognitive style and emotional competence in Indian context. Therefore the investigator stated the problem of study as under:

Teacher Effectiveness as Related to Cognitive Style and Emotional Competence

REVIEW OF RELATED LITERATURE

One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated. The review of related literature implies the reading, surveying and evaluating the written form of literature related to the problem area, which are available in the libraries. A thorough review of the related literature is an integral part of the conduct research, helping the

researcher in the clarification of his problem and the avoidance of duplication, the formulation of insightful hypothesis, the planning of an adequate research design and rigorous and insightful interpretation of findings. The investigator made an attempt to review the related literature. Although some research studies has been undertaken by investigators on emotional competence, cognitive style of students and teachers at various levels of education, but there is a scarcity of studies on how teacher effectiveness is related to cognitive style and emotional competence. After going through the review of related literature some of the studies are given as under:

Lyons (1983) found that neutral processing, cognitive style and personality had significant relationship with classroom learning and teaching behaviors. He also showed that cognitive – developmental level does affect the profiles of concerns of teachers, and it can be inferred from the study that it also affects the patterns of change of teacher's concerns.

Riding and Rayner (1995) revealed that personal style of the teacher has strong link with effective teaching.

Ohnmacht (1999) found that relatively field-independent cognitive styles of teachers are more direct in their attempt to influence the students. Further he observed that teachers who are field-independent and high in dogmatism were less likely to be imaginative and stimulating in the classroom than were those who were field-independent and low in dogmatism.

Chand (1999) found that teachers with analytic cognitive style were appeared to be effective than the teachers having intuitive cognitive style. However no interaction between gender and cognitive style was observed with regard to effectiveness of the secondary school teachers. Further female teachers were more analytical cognitive style from their counterpart male teachers.

Richard (2000) found that cognitive-developmental level does affect the profiles of the teachers.

Pamela and Kimberly (2001) conducted a study on emotional competence, emotion socialization and young children's peer related social competence. In the study the emotional competence measures included situation knowledge, children's explanations of emotions and positivism of emotional expression during peer play and emotional and emotional intensity. Results revealed that the peer variables and that, for non-constructive anger reactions, martial reports of anger explained unique variance; results are discussed in terms of how emotional competence and emotion socialization contribute to peer behavior and the importance of designing and implementing effective intervention program for young children and their families.

Kumar and Ravindren (2005) studied organizational stress and coping as a function of cognitive style and found that in the case of coping styles such as task strategies, logic, home and work relationship, time management and involvement executives differ considerably with respect to their basic cognitive styles.

John (2005) observed that men are more intuitive than women.

Sara et al. (2005) studies aspects of social and emotional competence in adult attention-deficit/hyperactivity disorder. Social and emotional competence was evaluated using self report and behavioral measures in adults with attention deficit/hyperactivity disorder (ADHD) and

Controls. Adults with ADHD viewed themselves as less socially competent but more sensitive towards violation of social norms than controls. Films depicting emotional interaction were used to assess linguistic draperies of free recall and perceived emotional intensity. Although adults with ADHD used more words to described the senses. They used fever emotion related words, despite rating the emotions depicted as more intense then did controls. In contrast no group differences for words depicting social or cognitive processes were observed. Overall adults with ADHD appear more awarded their problems in social versus emotional skills.

Celene et al. (2007) studies improving young children's social and emotional competence: A randomized trial of the preschool 'PATHS' curriculum. The results suggest that after exposure to PATHS. Intervention children ad higher emotion knowledge skills and were related by parents and teachers as more socially competed compare with drawn at the end of the school year compeered to controls. Ending from this and other randomized clinical trials confirm that the preschool 'PATHS' program is clearly a promising practice for improving children's social and emotional competence.

Yun (2008) observed on critical reflection among elementary school teachers: An examination of content ,cognitive style, and integrate complexity and found that nearly half of the reflections were focused on students and their achievement (versus, for example, the teachers' own behaviour).When teacher's experience was considered, novice teachers seemed more likely to reflect on student , success, teacher interaction, and student behavior, than on professional development and classroom instruction.

Manjula, Saraswathi and Prakash (2009) revealed on cognitive profile of children with reading and writing difficulties and found that children with reading and writing difficulties were found to have low scores in cognitive and comprehension abilities when compared to normal children. The percentage difference in scores among normal and difficult children ranged from 18-20, indicating that providing suitable remedial programmes certainly helps them to improve their abilities.

Chirayat and George (2009) found that factors like adequate depth of feeling; encouragement positive emotions, self-control etc. play a major role in positive attitudinal behavior in the employees. it has also been found out that only 33.3% of respondents were able to use stress-reducing techniques properly from the correlation analysis, it was found that all the factors of emotional competency and anxiety were positively correlated except for the factor of 'suspiciousness' from the chi-square tests, it was found that age of the employees had association with many factors like tension, self-control And maturity etc. also from the Likert score it could be concluded that the attitude of the employees towards the organization is favorable.

Basu (2010) conducted a study on the cognitive development of prospective teachers at elementary and secondary level results showed that majority of the prospective elementary and secondary teachers function at the formal operational level of cognitive development of the prospective elementary and secondary school teacher. Also no significant gender differences came to light when the levels of cognitive development of male and female prospective elementary and secondary school teachers were compared.

OBJECTIVES OF THE STUDY

The present study will be conducted keeping in view the following objectives:

1. To study and compare teacher effectiveness of secondary school teachers preferring systematic, intuitive, integrated, undifferentiated and split dimensions of cognitive style with respect to:

   (a) Gender (b) Academic Stream

2. To study interaction effect of 'gender and academic stream' on teacher effectiveness of secondary school teachers preferring systematic, intuitive, integrated, undifferentiated and split dimensions of cognitive style.

3. To study and compare teacher effectiveness of secondary school teachers with respect to:

   (a) Gender (b) Academic Stream (c) Adequate Depth of Feeling

4. To study double and triple interaction effects of :

   (i) Gender and Academic Stream

   (ii) Gender and adequate Depth of Feeling

   (iii) Academic Stream and Adequate Depth of Feeling

   (iv) Gender, Academic Stream and Adequate Depth of Feeling

   on teacher effectiveness of secondary school teachers.

5. To study and compare the teacher effectiveness of secondary school teachers with respect to:

   (a) Gender (b) Academic Stream (c) Adequate Expression and Control of Emotions

6. To study double and triple interaction effects of :

   (i) Gender and Academic Stream

   (ii) Gender and Adequate Expression and Control of Emotions

   (iii) Academic Stream and Adequate Expression and Control of Emotions

   (iv) Gender, Academic Stream and Adequate Expression and Control of Emotions

on teacher effectiveness of secondary school teachers.

7. To study and compare the teacher effectiveness of secondary school teachers with respect to:

   (a) Gender (b) Academic Stream (c) Ability to Function with Emotions

8. To study double and triple interaction effects of :
   - *(i) Gender and Academic Stream*
   - *(ii) Gender and Ability to Function with Emotions*
   - *(iii) Academic Stream and Ability to Function with Emotions*
   - *(iv) Gender, Academic Stream and Ability to Function with Emotions*

   on teacher effectiveness of secondary school teachers.

9. To study and compare the teacher effectiveness of secondary school teachers with respect to:

   (a) Gender (b) Academic Stream (c) Ability to Cope with Problem Emotions

10. To study double and triple interaction effects of :
    - *(i) Gender and Academic Stream*
    - *(ii) Gender and Ability to Cope with Problem Emotions*
    - *(iii) Academic Stream and Ability to Cope with Problem Emotions*
    - *(iv) Gender, Academic Stream and Ability to Cope with Problem Emotions*

    on teacher effectiveness of secondary school teachers.

11. To study and compare the teacher effectiveness of secondary school teachers with respect to:

    (a) Gender (b) Academic Stream (c) Encouragement of Positive Emotions

12. To study double and triple interaction effects of :
    - *(i) Gender and Academic Stream*

(ii) Gender and Encouragement of Positive Emotions

(iii) Academic Stream and Encouragement of Positive Emotions

(iv) Gender, Academic Stream and Encouragement of Positive Emotions

on teacher effectiveness of secondary school teachers.

13. To study and compare the teacher effectiveness of secondary school teachers with respect to:

(a) Gender (b) Academic Stream (c) Overall Emotional Competence

14. To study double and triple interaction effects of :

(i) Gender and Academic Stream

(ii) Gender and Overall Emotional Competence

(iii) Academic Stream and Overall Emotional Competence

(iv) Gender, Academic Stream and Overall Emotional Competence

on teacher effectiveness of secondary school teachers.

HYPOTHESES OF THE STUDY

The following research hypotheses will be tested in the present study:

1. There exists no significant difference in teacher effectiveness of secondary school teachers preferring systematic, intuitive, integrated, undifferentiated and split dimensions of cognitive style with respect to:

(a) Gender (b) Academic Stream

2. There exists no significant interaction effect of gender and academic stream on teacher effectiveness of secondary school teachers preferring systematic, intuitive, integrated, undifferentiated and split dimensions of cognitive style.
3. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:

(a) Gender(b) Academic Stream (c) Adequate Depth of Feeling

4. There exists no significant interaction between:
   (a) Gender and Academic Stream
   (b) Gender and Adequate Depth of Feeling
   (c) Academic Stream and Adequate Depth of Feeling
   (d) Gender, Academic Stream and Adequate Depth of Feeling
   with regard to teacher effectiveness of secondary school teachers.

5. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:
   (a) Gender(b) Academic Stream(c) Adequate Expression and Control of Emotions

6. There exists no significant interaction between:
   (a) Gender and Academic Stream
   (b) Gender and Adequate Expression and Control of Emotions
   (c) Academic Stream and Adequate Expression and Control of Emotions
   (d) Gender, Academic Stream and Adequate Expression and Control of Emotions
   with regard to teacher effectiveness of secondary school teachers.

7. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:
   (a) Gender(b) Academic Stream (c)Ability to Function with Emotions

8. There exists no significant interaction between:
   (a) Gender and Academic Stream
   (b) Gender and Ability to Function with Emotions
   (c) Academic Stream and Ability to Function with Emotions
   (d) Gender, Academic Stream and Ability to Function with Emotions
   with regard to teacher effectiveness of secondary school teachers.

9. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:

    (a) Gender(b) Academic Stream(c) Ability to Cope with Problem Emotions

10. There exists no significant interaction between:

    (a) Gender and Academic Stream

    (b) Gender and Ability to Cope with Problem Emotions

    (c) Academic Stream and Ability to Cope with Problem Emotions

    (d) Gender, Academic Stream and Ability to Cope with Problem Emotions

    with regard to teacher effectiveness of secondary school teachers.

11. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:

    (a) Gender(b) Academic Stream (c) Encouragement of Positive Emotion

12. There exists no significant interaction between:

    (a) Gender and Academic Stream

    (b) Gender and Encouragement of Positive Emotions

    (c) Academic Stream and Encouragement of Positive Emotions

    (d) Gender, Academic Stream and Encouragement of Positive Emotions

    with regard to teacher effectiveness of secondary school teachers.

13. There exists no significant difference in teacher effectiveness of secondary school teachers with respect to:

    (a) Gender(b) Academic Stream (c) Overall Emotional Competence

14. There exists no significant interaction between:

    (a) Gender and Academic Stream

    (b) Gender and Overall Emotional Competence

    (c) Academic Stream and Overall Emotional Competence

    (d) Gender, Academic Stream and Overall Emotional Competence

    with regard to teacher effectiveness of secondary school teachers.

SIGNIFICANCE OF THE STUDY

Teaching profession is an ideal profession. The future of the state and the nation depends upon the proficiency and competencies of its teachers. In the present time, it has been felt and seen that the teacher are not mentally sound and emotionally stable. There are many factors which are affecting teachers' cognitive style and emotionality. Job security, facilities, incentives, exploitation, lack of positive attitude, decision making, and working with associated members, and cultural variations are such factors which are responsible for teachers' instability in the emotions. Emotionally competent teachers will express emotions appropriate to the situation in the classroom. It also acts as a preventive measure against bad behaviour, anxiety, frustration, boredom, depression--collectively taken as stress. Emotions and feelings are interwoven with the networks of reason and there is interconnectivity between emotions and cognition. Any employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. Theses abilities greatly enhance job satisfaction, lead to high job performance, long term mental health and organizational success. Researches conducted in India and abroad revealed that cognitive styles have predictive power for academic achievement beyond general abilities. Cognitive style is also understood in terms of consistent patterns of organizing and processing information. Researches have been conducted on psychogenic needs of effective teachers. But there seems to be dearth of studies in which attempts have been made to study the teacher effectiveness in terms of different dimensions of cognitive style and emotional competence. Teacher effectiveness is the area where lots of research studies have been conducted all over the world and at all levels of education. Still research efforts continue to understand the variables which affect it. It has been studied as a presage, process and product as well. Review of related literature on teacher effectiveness indicates that there is not a single sole factor which accounts for teacher effectiveness. Thus, the study undertaken will be more significant and relevant in the present context.

OPERATIONAL DEFINITIONS OF KEY TERMS

Teacher Effectiveness: An effective teacher is one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment of students. Here teacher effectiveness refers to the perceived teacher effectiveness as will be measured by teacher effectiveness scale (Constructed and Standardized by Investigator herself).

Cognitive Style: Refers to characteristic consistent mode of responding of a person as measured by Jha's (2001), Cognitive Style Inventory.

Emotional Competence: Refers to the combinations of emotional competencies as measured by the 'Emotional Competence Scale' developed by Sharma and Bhardwaj.

Secondary School Teacher: Refers to those teachers who teach classes' 6^{th} to 10^{th}standard in government schools.

Academic Stream: The academic stream consists of two types of streams i.e. science and arts. The science stream is concerned with the teachers who have passed their graduation in medical and non-medical group and arts stream deals with those teachers who have passed their graduation with any one language i.e. English/Hindi/Sanskrit and other combination of subjects as per the norms of B.Ed. course of Himachal Pradesh University from time to time.

DELIMITATIONS OF STUDY

1. The study will be restricted to four districts of Himachal Pradesh.
2. The study will be restricted to government secondary and senior secondary schools only.

METHOD AND PROCEDURE

RESEARCH METHOD: In the present study, descriptive survey method of research will be used.

VARIABLE STRUCTURE: In this study two types of variables are (i) Independent Variables and (ii) Dependent Variable. Gender, Academic Stream, Cognitive Style and Emotional Competence will constitute independent variables. Teacher Effectiveness will be regarded as dependent variable.

POPULATION: All the teachers serving in secondary and senior secondary schools of Himachal Pradesh will constitute the population of the study.

SAMPLE: In this study convenient and multi-stage sampling will be used. Out of 12 districts of Himachal Pradesh four districts (Kullu, Mandi, Hamirpur and Bilaspur) will be selected conveniently by the researcher. These four districts will be selected keeping in view the number of educational blocks available in these districts. For proper and adequate sample multi-stage sampling procedure will be followed. The multi-stage sampling has the advantage that the frame of second stage units is necessary only for the selecting the first stage units. Likewise, the frame of third stage units is necessary only for the selecting the second stage units. In the present study sampling will be done in three stages.

Stage 1: There are total 36 Educational Blocks (Kullu=6, Mandi=20, Hamirpur=5, Bilaspur= 5) in these four districts. In the first stage out of total 36 Educational Blocks, 3 Educational Blocks from Kullu, 10 Educational Blocks from Mandi, 3 Educational Blocks from Hamirpur and 3

Educational Blocks from Bilaspur districts will be selected through simple random sampling technique**.**

Stage 2: In second stage from the selected 19 Educational Blocks from the four districts: 35 secondary and senior secondary schools from Kullu, 70 from Mandi, 35 from Hamirpur, and 35 from Bilaspur districts will be selected through random sampling technique. The list of teachers who are serving in these selected schools will be procured from Deputy Director Offices of elementary and secondary education of respective districts. Then the lists of teachers who teach classes' 6^{th} to 10^{th} standard will be prepared school wise from selected educational blocks.

Stage 3: In third stage from the selected 175 secondary and senior secondary schools block wise from the four districts (200 teachers from Kullu, 400 teachers from Mandi, 200 teachers from Hamirpur and 200 teachers from Bilaspur) approximately 1000 secondary school teachers will be selected through simple random sampling technique from the list prepared. Thus the sample for this study will constitute approximately 1000 secondary male and female teachers.

RESEARCH TOOLS TO BE USED AND DEVELOPED

1. **Cognitive Style Inventory (CSI)** prepared by Dr. Praveen Kumar Jha (2001) will be used to access the cognitive style of the sampled teachers. This scale is a bi-dimensional measure of systematic style and intuitive style consisting of 20 items each: the minimum and maximum score on both dimension ranges between 20-100
2. **Scale of Emotional Competence (SEC)** prepared by H.C. Sharma and R. Bhardwaj (2007) will be used to access the emotional competency of the sampled teachers. It consists of 30 items. This scale is divided into five components i.e. adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and encouragement of positive emotions.
3. **Teacher Effectiveness Scale (TES)** will be constructed and standardized by the investigator herself as per procedure of test construction and the major components that can be attributed to the teacher effectiveness as per literature will be as under:
   - Knowledge of the subject and teaching resources;
   - Critical thinking and problem solving skills;
   - Knowledge of students and their learning;
   - Teaching and communication skills,

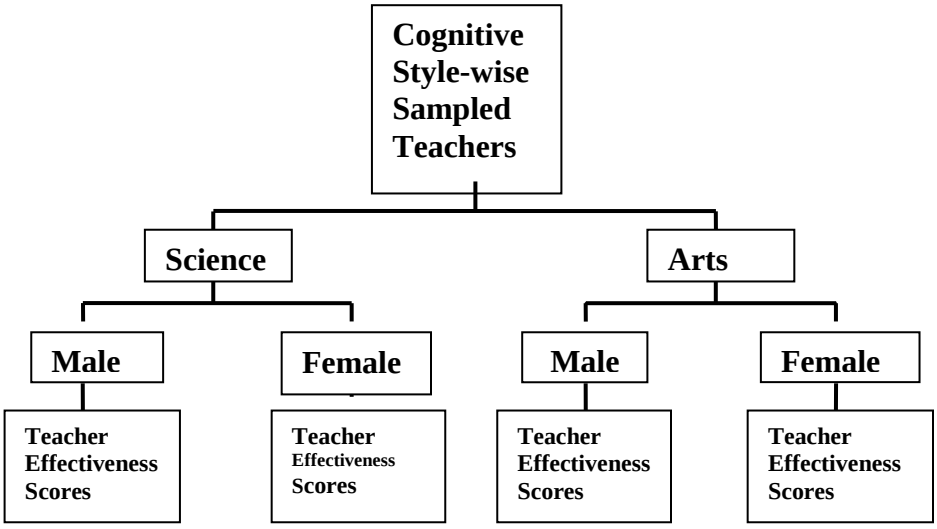
   and any other component or ability will be incorporated as per the suggestions given by the experts during test construction process.

STATISTICAL TECHNIQUES

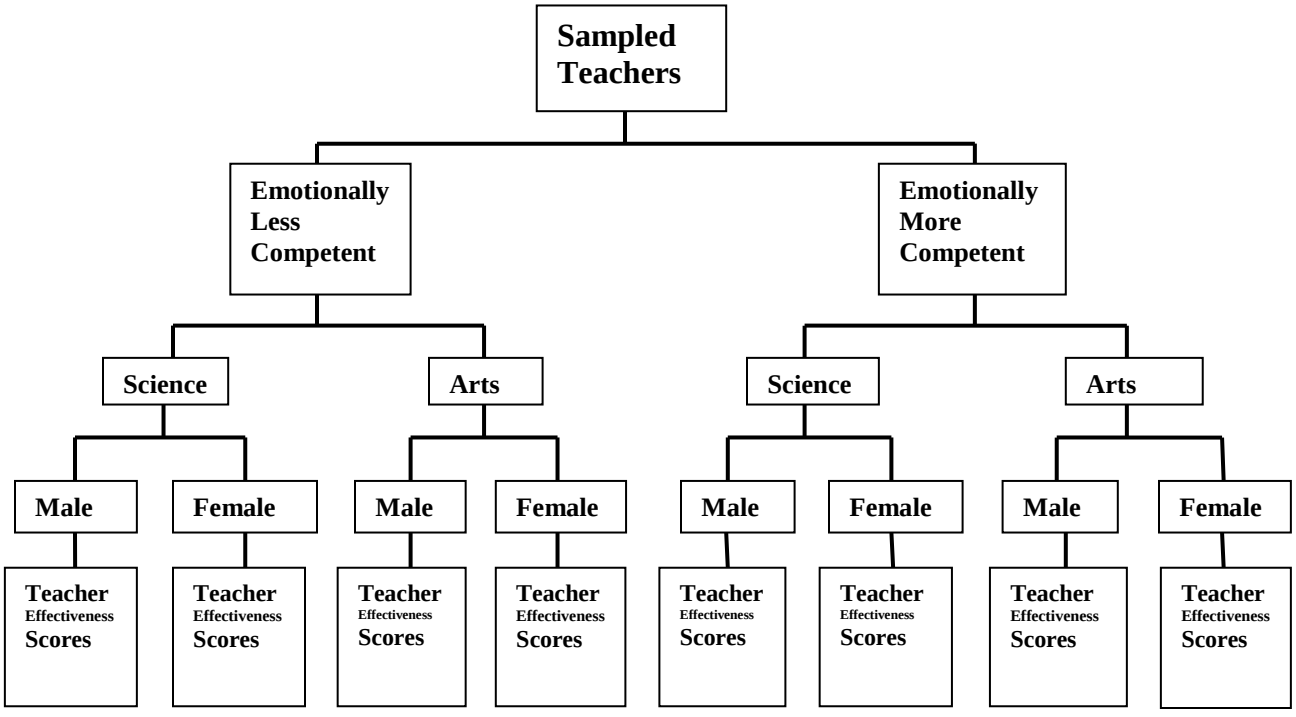
To analyze the data statistical technique of 'Analysis of Variance'(i) 2×2 Factorial Design (ii) 2×2×2 Factorial Design will be used by the investigator.

LAYOUTS OF THE STUDY

GENDER AND ACADEMIC STREAM WISE LAYOUT OF THE 2×2 FACTORIAL DESIGNS FOR DIFFERENT DIMENSIONS OF COGNITIVE STYLE OF TEACHERS



GENDER, ACADEMIC STREAM AND EMOTIONAL COMPETENCE COMPONENT WISE LAYOUT OF THE 2×2×2 FACTORIAL DESIGNS OF TEACHERS



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